

Centre No.		Centre Name	Date of Assessment	
Candidate Name			Candidate Run No.	
Task No. & Assessment Criteria	Question No. and Answer		Mark	Award
Task 1 (1.1, 3.1)	1. (c) Turn them into compost		1	
	2. (c) Cats		1	
	3. (a) flower bulbs		1	
	4. (c) store them for later		1	
	5. (d) oil the equipment		1	
Task 2 (1.1, 1.2, 1.4, 3.3,)	6. (a) facts about snow		1	
	7. (b) powder		1	
	8. (d) 31.1 metres		1	
	9. (a) blizzard		1	
	10. (c) people live there		1	
Task 3 (1.1, 1.3, 2.1)	11. (b) to offer her employment		1	
	12. (b) portfolio		1	
	13. (c) suggest (should be suggest)		1	
	14. (d) the head office		1	
	15. (b) he doesn't want to meet her (he suggests she meets someone else)		1	
Task 4 (1.4, 2.1, 3.1,3.4, 4.1)	16. (a) assists blind people in their daily lives)		1	
	17. (b) strong body		1	
	18. (c) to clarify what a guide dog is trained to do		1	
	19. (c) between Tully and Trevor		1	
	20. (b) to fund a guide dog		1	
Learners must achieve at least 14 out of 20 questions overall to pass the assessment (pass mark 14)			20 TOTAL	AWARD

Tick appropriate box			
Learner has achieved External Assessment for Reading Entry 3		Learner has not achieved External Assessment for Reading Entry 3	
Assessor Comments:			
Assessor's Name	Assessor's Signature	Date	
*Internal Quality Assurer's Name:	IQA Signature	Date	
*External Quality Assurer Name:	EQA Signature	Date	

Learning Outcomes and Assessment Criteria

Mapped to ESOL Core Curriculum

CC ref Mapped to the Adult ESOL Core Curriculum	Qualification Specification Assessment Criteria	Learning Outcome The learner will	Examination Assessment Criteria - The learner can:
Rt/E3.1a Rt/E3.4a Rs/E3.1a Rs/E3.1b Rs/E3.2a Rw/E3.1a Rw/E3.2a	1.1. Identify main events in straightforward chronological, continuous text. 1.2. Identify meaning and purpose in straightforward texts with different formats and register. 1.3. Extract main points, ideas and opinions from straightforward text.	1. Be able to gain meaning from text LO1 Be able to read and understand continuous texts.	1.1 Identify the main points of short straightforward text
			1.2 Identify main events in short straightforward text and relate images to writing
			1.3 Use language features to identify meaning in short straightforward text and instructional text (grammar, punctuation)
			1.4 Identify the meaning of words and phrases in short straightforward text
			1.5 understand form filling conventions
Rt/E3.2a	2.1 Obtain specific information from different short everyday information texts. 2.2 Extract meaning from everyday instructional texts. 2.3 Identify relevant specialist key words in different straightforward information texts.	2. Be able to distinguish the purpose of text LO2 Be able to read for information from everyday sources.	2.1 Identify the purpose of short straightforward text 2.2 Understand the connotation of different lexis which add to implied meaning
Rt/E3.1a Rt/E3.6a Rt/E3.7a Rt/E3.8a Rt/E3.9a Rt/E3.3a Rt/E3.5a Rt/E3.5b	3.1 Use a simple dictionary to find the meaning of unfamiliar words.	3. Be able to find information in text LO3 Be able to use a dictionary.	3.1 Obtain information from short straightforward text and / or instructional text
	3.2 Understand and identify how meaning is built up in texts of one or more paragraph in different genres		
	3.3 Use reading strategies to understand unfamiliar words		
	3.4 Locate organisational features and understand their purpose		
Rw/E3.4a		4. Be able to order words alphabetically	4.1 Use first and second placed letters to order words.

Amplification

Assessment tasks will include chronological, descriptive, explanatory and persuasive texts of varying complexity. These elements of the ESOL Core Curriculum will be sampled over time. The following Assessment Criteria cover these elements of the ESOL Core Curriculum.

Assessment Criteria	Includes
1.3	Punctuation and grammar, Identifying key organisational features of instructional texts, recognising language features.
1.4	Words and phrases commonly used on forms
3.1	Use of images, Identifying, locating and use of organisational features to support understanding and to find relevant information.

General Instructions

At Entry Level 3 the learner will complete a number of different tasks. The ESOL Reading standards will be met in full across the tasks, although each task will not meet all the standards.

A record of each learner's performance must be made on individual mark sheets and at least 14/20 questions must be passed to achieve an overall pass at the level. Where a learner fails, a different version of the assessment must be completed. At least an additional two weeks' teaching must be completed before attempting a new assessment.

The tasks must be completed under controlled conditions. The evidence produced must be the learner's own unaided work. As the assessments test reading skills, spelling may also be assessed but punctuation and grammar are unlikely to be assessed, and as long as the answers are readable, the learner may gain marks for correct answers. Scribes are allowed for reading assessments, but readers are not allowed.

Centres may design their own assessments, but these must be submitted to NOCN for standardisation no less than 15 working days before the first planned assessment date. The NOCN style of mark scheme must still be used.

The assessments may take place on different days to help centre management of the assessments but the total amount of time available to learners must not exceed the permitted duration of the assessment. Assessments can take place in the classroom, although learners should not be disadvantaged by the environment.

Dictionaries may not be used in the assessments.

To successfully pass the Reading assessment, the learner must answer 14/20 questions correctly. Centres must retain records of failed assessments as well as those which are passes.

Tutors must sign and date the completed Assessment Mark Sheet.

Introduction - Reading Entry Level 3

This unit assesses the skills and knowledge required to meet the national standards at Entry Level 3 for **Reading**. At this level, learners can:

- **read and understand short, straightforward texts on familiar topics accurately and independently.**
- **read and obtain information from everyday sources.**

Tutors will need to teach reading at text, sentence and word level using methods that are inclusive and appropriate and which take account of the cultural and learning experiences of learners. Guidance on appropriate activities with examples of application and level can be found in the Adult ESOL core curriculum. Learners should be provided with appropriate support throughout. Opportunities for learners to discuss progress should be provided at all stages of the learning process. The context and mode of delivery is flexible and should reflect the needs of the learners and the context in which they are learning.

Unit Assessment

The unit of assessment includes the learning outcomes and assessment criteria and is mapped to the national standards and component skills and knowledge in the Adult ESOL core curriculum. This unit is assessed through externally set tasks that are internally marked, internally quality assured and externally quality assured. Learners not achieving the unit can be reassessed provided a different set of external assessment tasks are used. These will be provided by NOCN. A two-week period must have elapsed from the learner's previous attempt.

Quality Assurance

The ESOL tutor should mark the assessments in line with the mark scheme guidance. A sample of assessed work should be internally quality assured. This should be a minimum of 10% of all the assessments ensuring that the sample includes all assessors. Following internal quality assurance, the centre should request an external quality assurance visit to agree the assessment decisions and to recommend that the achievements are certificated.

Assessment Mark Sheet

The Assessment Mark Sheet is mapped to the learning outcomes and assessment criteria from the unit of assessment and enables the recording of learner achievement for the external assessment. Learners must achieve 14 out of 20 questions to pass the assessment.

Not Specifically Assessed

Although these criteria from the ESOL Core Curriculum are not specifically assessed, learners should have been given ample opportunities to develop the skills within class.

Rw/E3.3a: Use a dictionary to find the meaning of unfamiliar words - This is difficult to assess consistently in a standardised way between centres and across awarding organisations. This would affect the validity of the assessments so is not included at all.

Rw/E3.5a: Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words - It is impossible to assess how learners are using different reading strategies - this is subsumed within AC 1.4 although the time element of the exam could determine whether candidates could skim or scan for information.

Achievement of Unit

14/20 questions must be achieved overall to pass.

If a learner does not pass, a different assessment may be completed after two weeks when further teaching and learning has taken place.